Starting a Business 1: Vision and Opportunity

Scheme of Work

	Lesson 1	**Lesson 2**	**Lesson 3**
Length	Approx. 1 hour	Approx. 1 hour	Approx. 1 hour
Objectives	- To define the different dimensions and drivers of the opportunity business model. - To identify the vision and opportunities of a real business.	- To identify key dimensions and drivers for a new business idea. - To produce a business proposition.	- To present a business proposition to an audience. - To evaluate different business propositions.

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Lesson 1 plan

Starter activity	Learning objectives
Students discuss the question: Are entrepreneurs born or made? Arguments for each side of the debate can be collated as a class verbally or on the board. Then each student votes on which side of the debate they believe in. The teacher should keep a record of how many students voted for each.	• To define the different dimensions and drivers of the opportunity business model. • To identify the vision and opportunities of a real business.

Main activities	Resources required
In their own time, students watch the video on Step 1.3 and makes notes on the dimensions and drivers in the opportunity business model. This should include a definition or explanation as well as the example given in the video. These notes can be structured as a table or mind map. In pairs, students choose one business (preferably local) and describe its vision and opportunities. They may need to do some research for this task.	1. Access to FutureLearn course 2. Devices to watch video on.
	Assessment for Learning
	Summary notes. Identifying vision and opportunities for a business.
	Differentiation
	SEND: Teacher-led support. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.
	Plenary
	Students choose a team of up to 3 to work with for the next two lessons. Each team must choose one industry they would be happy to set up a business in (e.g. fashion, food, technology etc). Each team should start researching their industry for opportunities before the next lesson begins.

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Lesson 2 plan

Starter activity	Learning objectives
The teacher conducts a quick verbal quiz on what students remember about the opportunity business model from last lesson.	- To identify key dimensions and drivers for a new business idea. - To produce a business proposition.

Main activities	Resources required
Each team is given a copy of the Opportunity business model template from Step 2.3 of the course to help them with the following task. Students work together in their teams to create a business proposition for a new business idea in their chosen industry. It must include the following: - Vision - Dimensions - Drivers - Seven word proposition The teams will present their work as a brief slideshow or poster in the next lesson, but they need to ensure their presentation is less than 5 minutes long.	1. Access to FutureLearn course. 2. Opportunity business model template print-out. 3. Devices to conduct research on or create the presentation. 4. Materials for poster making if chosen approach (could be digital).

Assessment for Learning
Verbal quiz.

Differentiation
SEND: Teacher-led support. **Low ability**: Peer-learning. **Gifted and Talented**: Peer-teaching.

Plenary
Students must make plans with their team to finish the proposition before the next lesson.

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Lesson 3 plan

Starter activity	Learning objectives
Students have a few minutes to finalise their plans for their presentation.	- To present a business proposition to an audience. - To evaluate different business propositions.

Main activities	Resources required
Each team briefly presents their business proposition to the rest of the class within 5 minutes. OPTIONAL ACTIVITIES: The class can ask questions after each proposition. At the end, the class can also provide feedback (written or verbal) on which business they think will succeed and why. Students vote again on if they think entrepreneurs are born or made – the teacher can then compare the results now to what they said in the first lesson. Then a brief discussion can be held with the whole class about why the results have changed/stayed the same.	1. Access to FutureLearn course. 2. Projector to show team's presentations.

Main activities (continued):

Assessment for Learning
Presentations. Evaluation of business propositions.

Differentiation
SEND: teacher-led support. **Low ability:** Peer-learning. **Gifted and Talented**: Peer-teaching.

Plenary
Students write down the three most important things they think they've learnt from the least three lessons.